

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purpose of the study, scope and limitation, significance of the study and definition of the key terms.

1.1 Background of the Study

One of the compulsory subjects in senior high schools is English. It considers as the first foreign language which must be learned in senior high schools as one of the foreign languages. There are four English skills which have to be taught in Indonesian curriculum, namely listening, speaking, reading and writing. In order to achieve the teaching purposes, the students must learn and master all of the skills.

There are varieties of problems in the teaching and learning of English at senior high schools. Yulia (2013) found that the teachers need to motivate the students to learn English by improving their teaching techniques. Raja, Dharma and Selvi (2011) found that the environment was the leading cause for the problems in learning ESL. Huy (2015) stated that many students in at senior high school do not aware of the importance of writing skill and the number of the student that success in learning writing is too small. It shows that the problems in teaching and learning English must be solved both the students and the teachers to achieve a better understanding.

Writing is an essential skill that must be mastered by the students. Kellogg (2001) said that writing well is a major cognitive challenge because it is at once a test of memory, language, and thinking ability. It strains rapid retrieval of domain-specific information about the topic from long-term memory. The students' knowledge will give more influence on their writing. Suleiman (2000) stated that writing is a central element of language, any reading and language of writing in instructional practices, assessment procedures, and language development".

Learning writing is not easy. There are varieties of problems in the teaching and learning of writing faced by teachers and learners. Most of the students have many spelling mistakes in their writing. With these problems, they are always faced with poor academic achievement (Strickland et al, 2002). Enjoying the material that delivered by the teacher is one of ways to success because if they feel fun to follow the class they will be easier to receive the explanation that explained by the teacher. Furthermore, Huy (2015) stated that there were a lot of mistakes in students' written works; these came from the less concentration on writing skill in most students.

According to Anjomshoa and Sadighi (2015), motivation is important as the essence of language teaching because of the stark realities of learning English for most of the students. Motivation is one of the factors that influence toward of students' learning. It is an inner state that energizes, direct, and sustains behavior (Ormond, 2003). Furthermore, Ormond (2003) stated thatby

having motivation, the learners will obtain energy to learn more about a particular material that they are learning. From the explanation above, the write takes conclusion that motivation is useful for the students to learn English especially writing course.

There were studies that have been done in the field of motivation in learning English in schools. Astuti (2008) found that extrinsic motivation of the students was higher than their intrinsic motivation. The teacher applied some methods to motivate the students such as using media, letting students choose the topic of the subject, making group discussion, giving punishment, learning in the different place (laboratory). Fina (2014) showed that the students at MAN Kunir, Wonodadi, Blitar, had higher intrinsic motivation than extrinsic motivation. They were motivated to learn English by desire of internal factors. They want to learn English because they feel that English is interesting and they want to master it.

Due to the issues stated above, the writer would like to conduct a research on student's motivation in learning writing which is used in order to improve the student's motivation in learning to write academic writing.

This current study takes place in SMA Muhammadiyah 1 Malang. This school is selected because based on the writer's preliminary study, it was found that some students had problems in the learning of writing such as having limited idea to develop topic and having limited vocabulary because of lack of motivation to learn. As a result, the writer would like to conduct a research to

look for the students' motivation, factors influence students' motivation and the strategies that teacher uses to motivate the students in learning to write academic writing.

1.2 Research Problem

Based on the background of the research above, the problems of this study are formulated as follows:

1. What is students' motivation in learning to write academic writing at SMA Muhammadiyah 1 Malang?
2. What factors influence the students in learning to write academic writing at SMA Muhammadiyah 1 Malang?
3. What strategies the teacher uses to motivate the students' motivation in learning to write academic writing at SMA Muhammadiyah 1 Malang?

1.3 Purpose of the Study

Based on the research questions mentioned above, the purposes of the study are:

1. To obtain the information about the students' motivation in learning to write academic writing at SMA Muhammadiyah 1 Malang.
2. To describe the factors that influence students' motivation in learning to write academic writing at SMA Muhammadiyah 1 Malang.
3. To describe the strategies, the teacher uses in motivating the students to write academic writing at SMA Muhammadiyah 1 Malang.

1.4 Significance of the Study

It is expected that the finding of this current study will give contribution to the institutaion, English teachers, students and next researchers. For English teachers, the result of this study can be used a feedback to improve their teaching. They will be able to use the appropriate strategies to motivate the students in learning a particular subject, especially writing academic writing. For students, the finding would help the students to manage the enxiety. Many children have a hard time staying motivated because they are anxious and worried that they will fail or perform poorly. And for the other researchers, the result can be used as a reference in order to complete the next research.

1.5 Scope and Limitation

The scope of this research is on the students' motivation in learning to write academic essays, the factors that influence the students' motivation in learning to write academic writing and the strategies, the teacher uses in motivating the students to write academic essays; in this case, both intrinsic and extrinsic motivation of the students in learning to academic essay. This research involves three classes as samples that are X-MIPA 1, X-MIPA 2, X-IPS 1, X-IPS 2, XI-IPS 1, XI-IPS 2 and XI-MIPA. The researcher takes the sample from different grades and teachers in order to obtain more accurate data.

1.6 Definition of the Key Terms

In order to avoid misunderstanding of the key terms used in this study, they are defined as follows:

1. *Teaching* is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007).
2. *Writing* is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic (Hyland, 2003).
3. *Academic writing* is a composition that has a defined structure – an introduction, a body and a conclusion (Bethany Andersson, 2007).
4. *Motivation* is one of the factors that influence toward of students' learning. It is an inner state that energizes, direct, and sustains behavior (Ormond, 2003).
5. *Intrinsic motivation* comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better (Harmer 2007).
6. *Extrinsic motivation* is the result of any number of outside factors, for example, the hope of financial reward or the possibility of future travel (Harmer, 2007).